



# THE ROLE OF NOMINATED GOVERNORS

**Governor Support Service**

**Children & Young People's  
Department**



**2002-2003**  
*Community Legal Services*  
**2003-2004**  
*Transforming Secondary Education*  
*Child & Adolescent Mental Health Services*  
**2006-2007**  
*Positive Youth Engagement*

# THE ROLE OF NOMINATED GOVERNORS

## CONTENTS

	<b>Page</b>
The Role of the Nominated Governor	3
Governor for Literacy	4
Governor for Numeracy	5
Governor for Special Educational Needs	6
Governor for Safeguarding Children	8
Governor for Looked After Children	11
Appointed Governors in Performance Management	13

## THE ROLE OF THE NOMINATED GOVERNOR

Besides the delegation of some functions of the governing body to committees or working parties, the governing body has the option to appoint a nominated governor. The appointment may be considered for:

Literacy

Numeracy

Special Educational Needs

Safeguarding Children

Looked After Children

Appointed Governor in Performance Management

Having a governor with a specific remit means that matters are given due weight and are brought regularly to the attention of the governing body. The appointment of a nominated governor allows an individual to take a particular interest on behalf of the governing body so that the governing body can fulfil its legal responsibilities. The appointment of a nominated governor will require the governing body to facilitate regular feedback.

Briefing Notes on 'School Visits by Governors' are available from the Governor Support Service.

## **THE ROLE OF THE NOMINATED GOVERNOR FOR LITERACY**

You will provide the link between the full governing body, its committees and the staff of the school – ensuring that literacy issues remain high on the school's agenda.

In carrying out the task the nominated governor may undertake some or all of the following:

- Finding out about current policy and practice for the teaching of English and setting of homework, particularly important is the encouragement of the child reading at home.
- Ensuring that all governors understand the updated Literacy Frameworks within the National Primary Strategy.
- Talk to the Headteacher and the co-ordinator about school literacy issues, asking pertinent questions about progress in the implementation and embedding of the Strategy.
- With the Headteacher, reporting termly to your governor colleagues on the impact of the literacy teaching and learning in your school.
- Try to attend some of the training sessions devoted to literacy.
- Meet with the English co-ordinator once a term to discuss how the Strategy is being developed in your school.
- Use regular visits to the school to discuss literacy development and observe literacy lessons. \*
- Participate with the Headteacher and co-ordinator in the monitoring and evaluation of literacy provision, the analysis of data and the literacy target setting, on an annual basis.
- Remind the governing body to give priority to literacy when considering the school development plan and budget allocation.
- Be involved in developing parental partnerships in literacy matters, particularly in encouraging the enjoyment of reading and writing at home and the use of the public library.
- Encourage appropriate parents to help teachers in literacy lessons.
- Encourage Wave 2 and Wave 3 literacy provision for groups and individual pupils as appropriate.

## **THE ROLE OF THE NOMINATED GOVERNOR FOR NUMERACY**

In carrying out the task the nominated governor may undertake some or all of the following:

- Finding out about current policy and practice for the teaching of mathematics and setting of homework.
- Ensuring that all governors are aware of the National Primary Strategy.
- Talk to the Headteacher about school numeracy issues which are identified in the school audit.
- With the Headteacher, reporting termly to your governor colleagues on how the Strategy is going in your school.
- Try to attend some of the whole-school training days devoted to mathematics.
- Meet with the mathematics co-ordinator once a term to discuss the implementation of the Strategy in the school.
- Use termly visits to the school to talk with teachers about their views on the Strategy and observe some mathematics lessons. \*
- Participate with the mathematics team in the monitoring and evaluation of the numeracy targets for both Key Stages.
- Remind the governing body to give priority to numeracy when considering the school development plan and budget allocation.
- Be involved in the school's attempts to inform parents and involve them in their children's learning of mathematics.
- Encourage parents who may have the time to help teachers in the daily mathematics lesson to do so.

## THE ROLE OF THE NOMINATED GOVERNOR FOR SPECIAL EDUCATIONAL NEEDS

In order to carry out this task, the SEN Governor will undertake some or all of the following:

- **Become informed about relevant documents and legislation e.g.**
  - Education Act 1996
  - Special Educational Needs & Disability Act 2002 and accompanying Regulations
  - SEN Code of Practice
  - Disability Discrimination Act 1995: Code of Practice for Schools
  - DCSF guidance e.g. Inclusive Schooling; Access to Education; SEN Toolkit.
  - LA policy/guidelines on SEN
  - School SEN policy.
  
- **Liase with the SEN Co-ordinator** to become informed about:
  - identification procedures for children with special needs
  - the numbers of children identified as having special educational needs
  - provision made for individual children e.g. individual education plans
    - ... target setting and progress reviews
    - ... in-class support
    - ... small group work
    - ... withdrawal from the classroom
    - ... aids or equipment
  - staffing arrangements eg training for SEN
  - general curriculum arrangements for all children including those with special needs
  - how children with special educational needs are ensured access to the curriculum (eg resources, teacher/support staff time, use of outside support, differentiation of materials used etc.)
  - The use made of the School Development Plan to promote learning and provision for children with SEN
  - how assessment and recording procedures operate.
  
- **Visit classrooms, by arrangement with the SEN Co-ordinator \***
  - to gain understanding of types of individual needs
  - to observe how teaching arrangements work
  - to gain information about availability, condition and use of resources.
  
- **Monitor on behalf of the governing body**
  - where success is achieved
  - use of resources
  - where gaps are identified
  - staff training needs.
  
- **Keep open lines of communication between the SENCO and the governing body.**
  
- **Ensure all parents are kept informed**
  - by publishing the school's SEN policy
  - by explaining what the school is doing, eg
    - ... in the School Prospectus
    - ... school newsletter
    - ... PTA meetings etc.

- **Ensure that communication between parents of children with SEN is two way eg**
  - parents understand how they can make their views known to the school and governing body (eg who to contact in school if they have concerns about their child's progress or how to make a formal complaint)
  - parents consulted about their child's progress and relevant procedures
  - staff receive training on working with parents.
  
- **To report back to the Governing Body**
  - a regular item on the agenda
  - by reports from membership of subcommittees (e.g. finance, curriculum)
  - by reporting back as Chair of SEN subcommittee
  - by using 'fixed business' to invite the SEN co-ordinator to report to the governing body

Question any governing body decisions which have implications for SEN.
  
- **Liaise with other governors**, e.g. Literacy Governor.
- **Join SEN policy working party on behalf of the governors.**
- **Attend training sessions** when available, including relevant staff training sessions.
- **Arrange training** for the whole governing body on its own, or in a cluster of local schools.

## **THE ROLE OF THE NOMINATED GOVERNOR FOR SAFEGUARDING CHILDREN**

- Support the school in promoting Every Child Matters;
- Support the school in promoting safeguarding children;
- Support the staff and school in ensuring child safety;
- Foster closer links between the Governing Body and the School;
- Support the Governing Body in carrying out its statutory duties.

This could be done by:

1. Finding out about how the school delivers the Every Child Matters agenda, particularly staying safe, being happy and enjoying and achieving;
2. Finding out more about safeguarding children policies and child protection procedures;
3. Undertaking relevant training both in school and centrally based;
4. Liaising with the named member of staff in school on a regular and agreed basis and providing a link between staff and the Governing Body;
5. Receiving reports that monitor the trends of child protection incidents in the School;
6. Ensuring that the Child Protection Policy is monitored and reviewed annually;
7. Ensuring that staff receive relevant training;
8. Reporting back to either the relevant committee or the Governing Body, as appropriate;
9. Being aware of the importance of confidentiality.

It is **not** about

1. Investigating concerns and allegations;
2. Asking for information or details about individual children or cases;
3. Acting independently;
4. Creating unnecessary work for staff.

### **Reporting to the Governing Body**

The Headteacher is responsible for providing the governing body with information it requires to carry out its statutory duties. Often Headteachers find safeguarding children and in particular, child protection a problematic area as they are unsure what they should tell governors. Below are examples of the types of information Headteachers should provide to governors. The simplest way of doing this is to include in the Headteacher's termly report. While some Headteachers may have it as a standing item, it would be equally acceptable to provide this information on annual basis.

- ✓ **Number of Referrals Made**
- ✓ **Number of Allegations Against Staff**
- ✓ **Number of Pupils on the Child Protection Register**
- ✓ **Number of Looked After Children**
- ✓ **Number of Bullying Incidents**
- ✓ **Number of Racist Incidents**
- ✓ **Number of Exclusions (providing information on the gender, ethnicity and year group)**
- ✓ **Conclusion (any other comments on safeguarding issues and recommended changes and actions that you want to inform the Governing Body about).**

When reporting, it is important that a nil return is recorded where no issues have occurred in order to demonstrate you have not omitted any area.



## Policies and Other Relevant Documentation

Governing Bodies have a duty to monitor that the policy is being implemented and that any problems are being addressed. The types of information listed below are examples of some of the policies or procedures that have a link to safeguarding children.

Policies and or Procedures linking to Safeguarding	Date Approved	Next Review Date
Anti-bullying		
Behaviour Management		
Child Protection		
Dealing with allegations against staff		
Drugs and substance misuse		
Extended school activities		
First aid		
Health and safety		
Internet safety		
PSHE curriculum		
Physical handling and restraint		
Racial equality		
Recruitment and selection		
Residential trips		
Sex education		
Staff handbook		
Use of photographs and video		
Use of volunteers and adult helpers		
Whistle blowing		
Work Experience		

### Exemplar of Training Report

#### Induction training:

Personnel	Numbers	Safeguarding Training	General Induction Y/N
Teachers Support Staff Governors Volunteers			

#### Child Protection training:

Personnel	Numbers	Initial Y/N	Safeguarding Training	General Induction Y/N
(Can be Designated Person, Key Stage, Department, etc)				

## Code of Conduct for Classroom Volunteers

- Agree with the class teacher when you will be in school, this will allow the teacher to plan for your help and will make the time you spend in school more beneficial for the children and enjoyable for you
- Talk to the class teacher about the class rules and the children's behaviour
- Talk to the teacher about any special circumstances that you need to be aware of in the classroom
- Avoid working in one to one situations with the children, work within sight of other school staff at all times
- Remember, information you may learn about the children must remain confidential
- Talk to the teacher about what to do in an emergency such as fire or a medical emergency in the classroom
- If a child talks to you about something that causes you concern, report it to the teacher. Do not question the child further
- If you are unsure about anything seek guidance from whoever is leading the session

**Remember - children's secrets cannot always be kept. You may need to talk to the teacher about what you have been told to keep a child safe.**

## Classroom Volunteers - a checklist for school staff

To get the best from your volunteer helper in the safest possible way:

- Ensure volunteers know what is expected of them
- Make volunteers aware of the class rules and your behaviour management strategies
- *Make volunteers aware of any specific issues affecting children that they may be working with*
- Reinforce the need for confidentiality
- Ensure that volunteers always work in sight of a member of staff
- Give volunteers some basic advice regarding health and safety in the classroom
- Stress that any concerns a volunteer has about a child must always be reported to you or the member of staff leading that session
- Make volunteers aware of safeguarding policies that may impact upon the help and support they are giving  
e.g. Internet policy and working on computers
- Check that the volunteer has been CRB checked by the school
- Give positive feedback and encouragement

**Remember, volunteers who are confident about their role in the classroom can really make a difference.**

## **THE ROLE OF THE GOVERNOR FOR LOOKED AFTER CHILDREN**

It is widely understood that children who are in the care of the Local Authority are likely to have very much poorer outcomes and lower educational attainments than their non-looked after peers.

When they come into care a range of different professionals take responsibility for various aspects of the role of parent. Coordinating the “corporate parenting” role is a challenge and this is the responsibility of the child’s social worker through his/her Care Plan.

The educational part of a child’s care plan is the Personal Education Plan. The Designated Teacher has the responsibility for ensuring the plan is developed and implemented in the school.

The school’s governing body now has a range of statutory duties under the Children and Young Person’s Act (2008). These are set out in the associated statutory guidance. For this reason it is advisable to identify a Designated Governor for Looked After Children. A number of schools’ governing bodies have already done this.

### **The role of the governing body**

The school’s governing body now has a significant range of new statutory duties to ensure that this group of vulnerable children have all the support from the school necessary to achieve in line with their peers. These duties are summarised here:-

1. The governing body must ensure that the designated teacher undertakes appropriate training.
2. As a minimum, governors must consider an annual report from the designated teacher. The report should enable the governing body to make overall judgements about the designated teacher role in the context of wider school planning in relation to:
  - any workload issues arising as a result of the number of looked after children on roll at the school and the number of local authorities which are involved;
  - levels of progress made by looked after children who are currently or have been on roll within the past twelve months in relation to all children at the school (i.e. educational, social and emotional progress);
  - whether the pattern of attendance and exclusions for looked after children is different from that of all children;
  - any process or planning issues arising from personal education plans (PEPs);
  - whether any are identified as gifted and talented and how those needs are being met;
  - whether any have special educational needs (SEN) and whether those needs are being met through statements or School Action or School Action Plus;
  - how the teaching and learning needs of looked after children are reflected in school development plans and are being met in relation to interventions and resources;
  - training provided for the designated teacher in order to impart knowledge and understanding about the education and well-being of looked after children to colleagues;
  - work with virtual school heads or their equivalents in local authorities;
  - the impact of any of the school’s policies, for example on charging for educational visits and extended school activities, on looked after children.
3. The governing body and school leadership team should consider the report and act on any issues raised by the reports in relation to:
  - whether the designated teacher has sufficient time and resources to carry out their role effectively;

- any training, support and development needs required to ensure the role can be carried out effectively;
  - the extent to which school policies take account of the particular needs of looked after children;
  - whether the school is making the fullest possible use of all available resources, such as one-to-one tuition, in order to provide the maximum opportunity for looked after children to achieve two levels of progress within a Key Stage.
4. In addition to considering and acting on an annual report, school governing bodies should make sure that there are arrangements in place to keep themselves informed about provision for, and attainment of, looked after children on the school's roll on a more regular basis.
5. Indicators which demonstrate that the role is being implemented efficiently and is making a real difference include ensuring that:
- the school has a clear overview of the educational needs and progress of looked after children on roll;
  - the school's policies are effective in reflecting the needs of looked after children;
  - resources are allocated to support the designated teacher to carry out this role effectively for the benefit of looked after children.

Copies of the Statutory Guidance are available by following the link below

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01046-2009&>

The LACES Team retains a list of school's Designated Governors for Looked After Children and their contact details to assist with communications. If your school's designated governor changes please let the LACES team know in order that they may update their records.

E-mail the information to: [wirralvirtuelschool@wirral.gov.uk](mailto:wirralvirtuelschool@wirral.gov.uk)

## **THE ROLE OF THE APPOINTED GOVERNORS IN PERFORMANCE MANAGEMENT**

- The governing body must appoint two or three governors to carry out all aspects of the headteacher's performance review. (Governors who are teachers or members of staff at the school must not be involved in the head's performance management objective setting or review).
- The appointed governors must select and meet with the School Improvement Partner within the timescales defined by the Performance Management Policy of the school (which must meet the requirements of the relevant School Government Regulations).
- The appointed governors must meet with the headteacher and School Improvement Partner to agree objectives for the coming year within the context of the School Development Plan. (The Planning meeting)\*
- The appointed governors should monitor the progress of the headteacher towards meeting the agreed objectives through the year.
- At the end of the cycle (usually one year) the appointed governors should meet with the headteacher and the School Improvement Partner with the object of reviewing the head's performance in the light of the objectives and identified training and development needs. (The Review meeting)\*
- Within 10 days of the meeting the appointed governors must produce a written Appraisal Statement, which may be used to inform decisions about the headteacher's pay.
- If the Chair of Governors is not one of the appointed governors, he/she should act as Review Officer to hear complaints from the headteacher about his or her Appraisal Statement.

\* N.B. These meetings are usually held at the same time annually i.e. one cycle is reviewed and the next one planned.